

REVISED
April 13, 2005
2004-2005 No Child Left Behind – Blue Ribbon Schools Program

U.S. Department of Education

Name of Principal: **Mr. Sean Conner**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: **Zionsville Middle School**
(As it should appear in the official records)

School Mailing Address: **900 N. Ford Road**
(If address is P.O. Box, also include street address)

Zionsville	IN	46077-1143
City	State	Zip Code+4 (9 digits total)

Tel.: (317)873-2426 Fax: (317)733-4001

Website/URL: www.zcs.k12.in.us/zchs/index.htm E-mail: sconner@zcs.k12.in.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date: September 22, 2005

Name of Superintendent: **Dr. Howard Hull**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: **Zionsville Community Schools** Tel.: (317) 873-2858

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date: September 22, 2005

Name of School Board President/Chairperson: **Mr. Mark Englert**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date: September 22, 2005

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|---|-------------------------|
| 5 | Elementary schools |
| 1 | Middle schools |
| 0 | Junior high schools |
| 1 | High schools |
| 0 | Other (Briefly explain) |
| 7 | TOTAL |

2. District Per Pupil Expenditure: \$10,200

Average State Per Pupil Expenditure: \$9,100

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 5 yrs Number of years the principal has been in her/his position at this school.

_____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K					7	173	213	386
1					8	182	197	379
2					9			
3					10			
4					11			
5	193	169	362		12			
6	165	172	337		Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →								1464

6. Racial/ethnic composition of the students in the school: 96 % White
1% Black or African American
1% Hispanic or Latino
2% Asian/Pacific Islander
0% American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 4%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	31
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	31
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	62
(4)	Total number of students in the school as of October 1	1464
(5)	Subtotal in row (3) divided by total in row (4)	.04
(6)	Amount in row (5) multiplied by 100	4%

8. Limited English Proficient students in the school: 0%
3 Total Number Limited English Proficient
Number of languages represented: 2
Specify languages: Spanish and Shangzhai

9. Students eligible for free/reduced-priced meals: 5%

66 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 13%
189 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

13 Autism	3 Orthopedic Impairment
0 Deafness	55 Other Health Impaired
0 Deaf-Blindness	65 Specific Learning Disability
17 Emotional Disturbance	20 Speech or Language Impairment
0 Hearing Impairment	1 Traumatic Brain Injury
12 Mental Retardation	0 Visual Impairment Including Blindness
3 Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	2	0
Classroom teachers	68	2
Special resource teachers/specialists	5	0
Paraprofessionals	15	4
Support staff	5	4
Total number	95	10

12. Average school student-“classroom teacher” ratio: 19:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	95%	95%	95%	94%	95%
Teacher turnover rate	6%	10%	5%	10%	2%
Student dropout rate	0%	0%	0%	0%	0%
Student drop-off rate	%	%	%	%	%

14. **(High Schools Only)** Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size
Enrolled in a 4-year college or university
Enrolled in a community college
Enrolled in vocational training
Found employment
Military service
Other (travel, staying home, etc.)
Unknown
Total

PART III - SUMMARY

Zionsville Middle School is the only middle school in the Zionsville Community School Corporation. It is located near the intersection of Interstate 65 and Interstate 465 in Zionsville, Indiana, in a predominantly upper middle class socioeconomic area. There are approximately 1400 students in grades 5 through 8. The school and community have little diversity. Approximately 11% of students receive special education services that are provided through West Central Joint Services Cooperative.

The mission of ZMS states:

In conjunction with parents, community members and staff, the mission of Zionsville Middle School encourages the growth of each student to transform from an elementary learner into a middle school student who is prepared to succeed into the high school setting.

ZMS Visions and Beliefs are:

- a) Students act honestly, respectfully, and responsibly.
- b) Interdisciplinary curricular activities exist in a teaming environment.
- c) School-wide policy on discipline is presented, explained, and enforced.
- d) Zionsville Middle School staff recognizes the importance of modeling life-long learning to all students in grades 5 through 8.

ZMS puts student learning foremost in every decision made. We meaningfully involve the community in the schools and the schools in the community to create a community and parent-friendly school climate. The community as a whole understands, appreciates, and takes pride in having a truly “premier” system and consequently willingly supports providing the resources necessary to obtain a “premier” status. ZMS fosters active parent groups including PTO, athletics, fine arts, academics and the Zionsville Education Foundation. Our curriculum guides and instructional practices challenge and educate our students with academic knowledge and skill that will prepare them and allow them to be free to pursue what is best for them as individuals. We explore new and innovative methods for delivery of instruction. We expect our students to be the best they can be in all ways, always.

ZMS is an extremely competitive middle school. The curriculum presents a rigorous challenge as the students prepare for the high school setting. Students are required to take seven classes per day, which includes the core areas of language arts, math, science, and social studies. Students' other courses include an additional language arts or foreign language (Spanish, German or French) course, four nine-week exploratory courses (choices include physical education, health, industrial technology, computer skills, research, general art and general music), and a fine arts course (band, chorus, orchestra or art). All core academic areas (including foreign language) include both regular and academically talented (AT) levels to ensure an appropriate challenge for each student.

As a public school, Zionsville Middle School participates in the ISTEP+ exam. All of our students are assessed twice a year using the Northwest Educational Assessment. These assessments are given with the intention to help our students and school understand in what areas we need to improve and grow.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Description of School's Assessment Results

The Indiana Statewide Test of Educational Progress Plus (ISTEP+) is a rigorous assessment, administered to all students in Indiana public schools in grades three through grade ten each September. The assessment is a criterion referenced examination which is used to measure student achievement on the state standards. The format of the test requires middle school students to read a variety of genre selections, and, then write analytical, 15-20 minute constructed responses to the literature, as well as answer several multiple choice questions. The ISTEP+ assesses not only the ability to read and comprehend, but also the ability to analyze, evaluate, and apply literature to everyday situations. Similarly, the math format contains problems that require 15-20 minute written answers explaining thinking processes. This test requires students not only to compute, but also to apply learned strategies to new situations. The math test also has standard computation problems. Both reading and math assessments test student achievement in all levels of Bloom's Taxonomy. Students who are advanced or proficient on the assessment have a very high degree of skill in the areas being assessed

Reading and math scores are reported by the state to the schools as a percentage of students scoring at the Pass Plus, Pass, and Did Not Pass levels. The state also provides statewide averages in each area. Over the past five years an average 62.6% of our students have scored at the advanced or proficient levels in reading while only 38.4% of students statewide have scored advanced or proficient. In the last year Zionsville Middle School placed 64% of students in the advanced or proficient levels; statewide only 39% of the students placed in the advanced or proficient categories. Analyzing yearly data shows small fluctuations created by the changing characteristic of the small number of students in our school.

The English/Language Arts portion of the ISTEP measures students' performance on sixteen different standards. In 2003-04 the percent of students reaching mastery level on each standard ranged from 92-94%. These results compare to a state average of 69% passing and represent the highest scores of any middle school in Indiana. Additionally, ISTEP+ includes an extended essay for students to demonstrate their skills in writing development and proper use of the English language. These areas are measured using a 6-point rubric and a 4-point rubric respectively. Zionsville Middle School students consistently score among the highest in the state on the writing portion of ISTEP + with 68% of the students scoring in the top 40% of the state results.

The mathematics portion of the exam measures students' performance on seven different standards. 93-94% of ZMS students tested in 2003-04 reached a mastery level on each of the different standards. As a result 93% of all students tested achieved a passing score on this portion of the ISTEP+. This compares to a 72% state average. ZMS students have consistently scored this high over the past two years since the implementation of Indiana's revised test and standards.

In order to meet the needs of all learners, ZMS staff have disaggregated data and analyzed the results of special populations to include special education and lower socio-economic groups. Although the achievement rates of these students is lower than their ZMS peers, these students perform nearly as well or better than the state average for general education students and the free and reduced lunch recipients

In summary, the students of Zionsville Middle School consistently lead the state of Indiana in achievement levels on a very challenging state test. However, the staff and faculty are dedicated to continuous improvement and will not rest until all students are performing at the maximum level possible.

2. Use of data for school improvement

The State of Indiana's school accountability and improvement program requires every school in the state to review school progress and improvement each year. In turn, Zionsville Middle School has created a school improvement committee. This committee is comprised of school administration, teachers, parents, and students. Each year the committee gathers several times to review, modify, or abandon current plans, and create new plans for the future. The committee looks to assessment data, both current and historical, as one of the key indicators as to how we should attempt to make changes. By examining the trends in this data, comparisons are made that lead to discussions among school staff regarding improvement of student performance based on school and state standards, and creation of staff development programs that reinforce professional skills needed to enhance student learning within the classroom.

Zionsville Middle School uses individual student data in two major ways. If a student has done poorly on assessment, his or her results are examined to determine if remediation programming is necessary. This information may also be used in determining if a student is in need of some additional academic supports through General Education Interventions or Special Education. The data might also be used for high-achieving students to help in the determination of placement into foreign language or Academically Talented classes.

3. Communication of assessment data

Assessment results are distributed from ZMS in a variety of ways. Results are distributed to students by classroom teachers. Parents of students with non-passing results are called by the guidance counselors to discuss the student's progress and make plans for remediation programming.

School-wide results are reported in local media. When results are first made public by the State, reporters will seek out interviews for stories related to ISTEP. This is not the only time the school makes use of news outlets. Throughout the year articles will be submitted to the local paper for publication regarding ISTEP preparation, results reporting, and school improvement efforts. Zionsville is a growing area with increasing student enrollments. Local taxpayers are asked on a regular basis to continue their financial support of the schools through building projects and increased staff sizes. Their strong performance on the ISTEP helps community members without children to be aware that their money is being used to produce outstanding results.

4. Sharing Success with Other Schools

The Zionsville Middle School faculty members are very active within their respective professional organizations. They have presented at conferences such as HASTI, Indiana State Teachers Conference, and the Indiana State University Bloomberg Foundation. The special education department has presented its success in literacy at a Florida reading conference. The administration and staff also work to have open dialogue with schools in our areas that are similar to ZMS and have developed curricular supports and sharing through the ten schools in our athletic conference. Likewise, ZMS is known to seek information from other schools that are doing work in areas identified for improvement. These exchanges are rarely one way. Through our growth as a school we have developed a substantial network of schools that we draw ideas and philosophies from as well as share our ideas and successes.

ZMS's website contains a wealth of information on its standards, benchmarks, curriculum, and student progress. This makes the program readily accessible to the wider community. The faculty, administrators and board members have volunteered many hours to help other schools in areas in which ZMS had particular expertise, including curriculum, differentiation and assessment.

Zionsville Middle School staff have developed curriculum maps and posted them on the ZMS website. These maps include sequenced curriculum, the alignment with state standards, activities, critical questions, field trips, and associated vocabulary. This information is available to anybody who has access to the internet and in fact, schools across the nation have contacted ZMS for additional information regarding curriculum delivery and instruction.

Not only are ZMS staff members involved in sharing successes, but the PTO and parents are equally committed to the well being of the school. They bring their professional expertise from a variety of fields to the school as well as take information from ZMS to their interactions with schools and organizations in the area. In this manner, the influence of ZMS is not only in the academic field, but blurs the walls between school and community and has established a shared, collegial environment of professionalism.

PART V – CURRICULUM AND INSTRUCTION

1. Outline of core curriculum

The core of Zionsville Middle School's curriculum guides and uses instructional practices that challenge and educate our students with academic knowledge and skill that will prepare them and allow them to be free to pursue what is best for them as individuals. Our curriculum provides for daily success and establishes quality preparation for the high school setting. Students are required to take seven classes per day, which includes the core academic areas of language arts, math, science and social studies. Students' other courses include an additional language arts or foreign language (Spanish, German or French) course, four nine-week exploratory courses (choices include physical education, health, industrial technology, computer skills, research, general art and general music), and a fine arts course (band, chorus, orchestra or art). All core academic areas (including foreign language) include both regular and academically talented (AT) levels to ensure an appropriate challenge for each student. These areas are described below.

Science

The science curriculum is an inquiry-based program that centers on laboratory and research experiences. Students integrate concepts of life, earth and space, physical and environmental science processes with the significance of scientific endeavors while exploring their world.

Social Studies

The social studies curriculum is a standards-based curriculum focusing on government, citizenship, cultural diversity, economics, historical significance and geography. The curriculum also develops critical thinking skills, specifically the ability to analyze, interpret and evaluate primary and secondary sources. A variety of performance assessments are used to measure student achievement.

Fine Arts, Technology

The fine arts curriculum is an active, intellectually stimulating program that incorporates the Indiana standards. Students are offered a full year of band, choir, orchestra, or pleasure reading in grades five and six. Students exiting our computer program are proficient in Microsoft Office software including PowerPoint, Word, Excel, and Publisher.

Foreign Language

Students in grades seven and eight are encouraged to study Spanish, French, or German. Advanced students take the same course that is offered in the high school. Other students study one year of the language spread over two school years. These courses are structured upon the Indiana language standards.

PE/health

The physical education program provides a well-balanced program, consisting of traditional team sports blended with a variety of lifetime sports unique to the local environment. The traditional portion of the curriculum focus is on team sports and fitness, while the lifetime area centers on the personal fitness and wellness. Health classes focus upon concepts of wellness and information on body systems. Both areas work synergistically to promote positive individual decisions and lifetime health.

Special Education

To the maximum extent possible, students with special needs are educated in the general academic program with appropriate supports. These supports may be provided through resource study halls or through tutoring, individual accommodations. For more seriously handicapped students, supports are provided through more intense services such as special courses, adjusted curriculum or modified delivery approaches. Regardless, students in this category have as many opportunities to interact with general education students as appropriate.

ZMS has worked diligently to provide an educational environment where all students can thrive and achieve to the maximum of their potential. The continuous review of course offerings, curricula, and instructional styles allows the students to receive the benefits of the school and community's resources.

2. English and Reading Curriculum

The English language arts curriculum is a four-year program based on the state standards in reading, writing, speaking and listening. Reading of classical and contemporary fiction, poetry, and non-fiction fosters discussions of literary analysis, critical thinking, cultural differences and reading strategies. The formal writing focuses on the 6-Trait writing system while free writing is in the form of daily journal entries. In addition, writing is integrated into other core subjects. Similarly sharing of work in formal and informal situations teaches listening, thinking and speaking skills in all areas.

It is the expectation that every course in the department includes the development of students' skills in all of these areas. The core of the department is established around grade level English courses. For each of the courses the standards are incorporated together to provide students with a rich academic experience. Student reading is followed by class discussion, explanation, and writing. Students are expected to participate and make presentations to the class about the subject being studied. Grammar skills are reinforced through student writing. As a school, tremendous focus has been placed on student writing and the development of those skills. The English curriculum reflects that commitment. Students are expected to produce writings on a regular basis and those writings are expected to show improvement in writing

skill. The majority of the students attending our school are reading at or above grade level. This can be attributed to the strength of the programs throughout the school corporation. It is understood that one of the best ways to improve reading skill is through exposure. Those students that are struggling with reading skills are generally involved in special education programming. In these cases students are given appropriate accommodations for success in the general education classroom and provided additional reading assistance through the resource room. ZMS makes use of General Education Interventions when students with low reading skills do not qualify for special education. These include assistance and accommodations through the general education teachers.

3. Curriculum Related to Mission: Math

As reflected in our mission statement, middle school is a time of change in a student's life, and our curriculum supports this concept through modification of the mathematics curriculum, pacing, and instructional delivery. A comprehensive effort is made to identify students who are ready for an additional challenge in the area of math and promote the concept that math is important for every student's future success. As a result, each grade level offers three levels of math – a regular grade level curriculum, an academically talented level, and a transition course in which students are able to accelerate from one level to the next. The mathematics curriculum focuses on the content standards with a large emphasis on the process standards. Students work on developing procedural fluency on a daily basis. Also, groups are engaged in activities that build each individual student's level of understanding of the content, while practicing the skills needed to be effective problem solvers.

Reflecting the understanding that middle school students grow and learn at different rates, math skills are accelerated according to the interests and ability of the learners. At this point, nearly 50% of all eighth grade students are completing Algebra I prior to matriculating to the high school. In addition to these courses, a small percentage of our middle school population engages in coursework normally reserved for high school students. Four percent of our 8th grade student population will enroll in honors geometry in the 2005-2006 school year. This compacting of curriculum provides learners with ample access to advanced mathematics in the four years of high school as well as complements a strong science program that incorporates math concepts. Equally important, the faculty analyzes the curriculum and identifies essential components for those students who may struggle with math concepts. Through effective focus on these essential components and curriculum compacting, students are assisted in mastering concepts that will encourage them to progress to increasingly complex math courses.

4. Instructional Methods Used to Improve Student Learning

The staff at Zionsville Middle School employs a number of different instructional strategies to help student learning. Teachers practice differentiated instruction in their classes to help provide appropriately leveled instruction for the students' abilities. Within a single classroom a teacher will make use of visual aides, oral lecture, small group discussion, and kinesthetic activities. Each of the activities allow for different students to have the content reinforced through their predominant learning style. Beyond these forms of instruction teachers will also make use of multiple types of assessment to allow students to demonstrate their knowledge level in a variety of ways. In addition to the traditional tests and quizzes, students are also allowed to demonstrate their knowledge through group projects, individual projects, role-playing and creating movies. These techniques have moved out of the realm of innovation into standard practice through teachers' commitment to sound practice that is fair and equitable to all students.

5. Professional Development Programming

Zionsville Middle School uses many different methods for providing professional development to teachers. While the programming is established around a general theme each year, if teachers find

opportunities they feel are important to pursue the administration is supportive. A combination of techniques are used for the delivery of staff development activities including guest speakers, outside workshops, peer taught sessions and small group or departmental work. These activities are reinforced by setting time aside at monthly faculty meetings for review and additional activities. These faculty-meeting presentations may include additional information, reporting by other faculty members about topics learned at a workshop or internal reporting from individuals or departments about how they are implementing new strategies within their practice.

PART VI - PRIVATE SCHOOL ADDENDUM

Not Applicable

PART VII - ASSESSMENT RESULTS

ZIONSVILLE MIDDLE SCHOOL ASSESSMENT FOR STATE CRITERION-REFERENCED TESTS

Subject: English/Language Arts Grade: 6 Test: Indiana State Test of Educational Progress Plus

Edition/Publication Years: 2000-2004 Publisher: McGraw Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Sept.	Sept.	Sept.	Sept.	Oct.
SCHOOL SCORES					
% At or Above Proficient (Pass)	92%	94%	92%	85%	80%
% At Advanced (Pass +)	25%	25%	21%	N/A	N/A
Number of students tested	335	363	325	305	265
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed*	2	0	N/A	N/A	N/A
Percent of students alternatively assessed	0%	0%	N/A	N/A	N/A
SUBGROUP SCORES					
1.Special Education Students					
% At or Above Proficient (Pass)	33%	50%	48%	29%	14%
% At Advanced (Pass +)	0%	0%	0%	N/A	N/A
Number of students tested	41	34	23	27	17
2. Receiving free or reduced lunch					
% At or Above Proficient (Pass)	**	54%	0%	**	N/A
% At Advanced (Pass +)	**	0%	0%	**	N/A
Number of students tested	9	13	11	4	N/A
STATE SCORES					
% At or Above Proficient (Pass)	70%	69%	68%	52%	52%
% At Advanced (Pass +)	8%	7%	7%	N/A	N/A

*Explanation of alternative assessments:

Students who perform significantly below grade-level may have personal learning goals that cannot be adequately measured with a grade-level standardized test, such as ISTEP. These students are assessed using ISTAR. ISTAR is the measure of accountability for the progress of these individual students within Indiana's assessment system.

**Value not computed for fewer than 10 students.

**ZIONSVILLE MIDDLE SCHOOL
ASSESSMENT FOR STATE CRITERION-REFERENCED TESTS**

Subject: Math Grade: 6 Test: Indiana State Test of Educational Progress Plus

Edition/Publication Years: 2000-2004 Publisher: McGraw Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Sept.	Sept.	Sept.	Sept.	Oct.
SCHOOL SCORES					
% At or Above Proficient (Pass)	86%	94%	90%	87%	N/A
% At Advanced (Pass +)	35%	36%	27%	N/A	N/A
Number of students tested	335	363	325	305	265
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed*	2	0	N/A	N/A	N/A
Percent of students alternatively assessed	0%	0%	N/A	N/A	N/A
SUBGROUP SCORES					
1.Special Education Students					
% At or Above Proficient (Pass)	6%	51%	39%	33%	8%
% At Advanced (Pass +)	0%	13%	9%	N/A	N/A
Number of students tested	41	34	23	27	17
2. Receiving free or reduced lunch					
% At or Above Proficient (Pass)	**	77%	91%	**	N/A
% At Advanced (Pass +)	**	31%	0%	**	N/A
Number of students tested	9	13	11	4	N/A
STATE SCORES					
% At or Above Proficient (Pass)	75%	66%	64%	61%	62%
% At Advanced (Pass +)	16%	7%	7%	N/A	N/A

*Explanation of alternative assessments:

Students who perform significantly below grade-level may have personal learning goals that cannot be adequately measured with a grade-level standardized test, such as ISTEP. These students are assessed using ISTAR. ISTAR is the measure of accountability for the progress of these individual students within Indiana's assessment system.

**Value not computed for fewer than 10 students.

**ZIONSVILLE MIDDLE SCHOOL
ASSESSMENT FOR STATE CRITERION-REFERENCED TESTS**

Subject: English/Language Arts Grade: 8 Test: Indiana State Test of Educational Progress Plus

Edition/Publication Years: 2000-2004 Publisher: McGraw Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Sept.	Sept.	Sept.	Sept.	Oct.
SCHOOL SCORES					
% At or Above Proficient (Pass)	91%	92%	91%	91%	93%
% At Advanced (Pass +)	14%	26%	17%	N/A	N/A
Number of students tested	373	336	304	304	276
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed*	1	0	N/A	N/A	N/A
Percent of students alternatively assessed	0%	0%	N/A	N/A	N/A
SUBGROUP SCORES					
1.Special Education Students					
% At or Above Proficient (Pass)	35%	55%	39%	50%	40%
% At Advanced (Pass +)	0%	0%	6%	N/A	N/A
Number of students tested	34	29	23	22	17
2. Receiving free or reduced lunch					
% At or Above Proficient (Pass)	73%	**	82%	73%	N/A
% At Advanced (Pass +)	18%	**	9%	N/A	N/A
Number of students tested	11	4	11	11	N/A
STATE SCORES					
% At or Above Proficient (Pass)	67%	65%	63%	68%	68%
% At Advanced (Pass +)	8%	7%	7%	N/A	N/A

*Explanation of alternative assessments:

Students who perform significantly below grade-level may have personal learning goals that cannot be adequately measured with a grade-level standardized test, such as ISTEP. These students are assessed using ISTAR. ISTAR is the measure of accountability for the progress of these individual students within Indiana's assessment system.

**Value not computed for fewer than 10 students.

ZIONSVILLE MIDDLE SCHOOL
ASSESSMENT FOR STATE CRITERION-REFERENCED TESTS

Subject: Math Grade: 8 Test: Indiana State Test of Educational Progress Plus

Edition/Publication Years: 2000-2004 Publisher: McGraw Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Sept.	Sept.	Sept.	Sept.	Oct.
SCHOOL SCORES					
% At or Above Proficient (Pass)	93%	93%	90%	93%	90%
% At Advanced (Pass +)	38%	42%	27%	N/A	N/A
Number of students tested	373	336	304	304	276
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed*	1	0	N/A	N/A	N/A
Percent of students alternatively assessed	0%	0%	N/A	N/A	N/A
SUBGROUP SCORES					
1.Special Education Students					
% At or Above Proficient (Pass)	35%	55%	25%	53%	31%
% At Advanced (Pass +)	8%	5%	0%	N/A	N/A
Number of students tested	34	29	23	20	17
2. Receiving free or reduced lunch					
% At or Above Proficient (Pass)	91%	**	73%	82%	N/A
% At Advanced (Pass +)	9%	**	18%	N/A	N/A
Number of students tested	11	4	11	11	N/A
STATE SCORES					
% At or Above Proficient (Pass)	71%	71%	66%	66%	64%
% At Advanced (Pass +)	16%	14%	11%	N/A	N/A

*Explanation of alternative assessments:

Students who perform significantly below grade-level may have personal learning goals that cannot be adequately measured with a grade-level standardized test, such as ISTEP. These students are assessed using ISTAR. ISTAR is the measure of accountability for the progress of these individual students within Indiana's assessment system.

**Value not computed for fewer than 10 students.

